



## Charles B DuBose Middle

1005 DuBose School Road  
Summerville, South

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	879 Students	
<b>Principal</b>	Kenneth Farrell	843-875-7012
<b>Superintendent</b>	Joseph R. Pye	843-873-2901
<b>Board Chair</b>	Bufort "Bo" Blanton	843-873-8454

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Below Average</b>
2007	Average	Below Average
2006	Average	Below Average
2005	Average	Average
2004	Average	Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

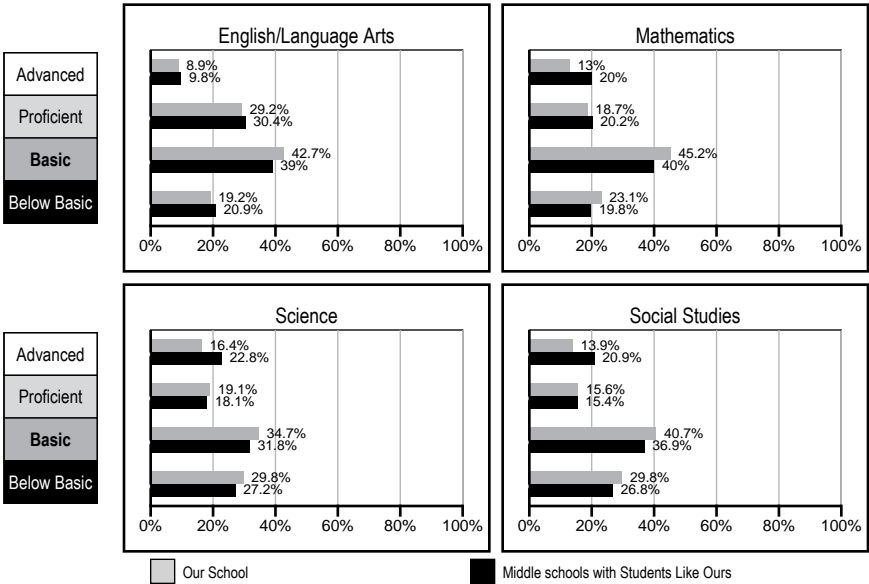
95%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	5	29	4	2

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	97.8	96.9
English 1	93.5	92.8
Physical Science	25.0	23.8
All Subjects	94.2	96.5

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=879)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	27.0%	Up from 21.5%	25.2%	19.4%
Retention rate	3.6%	Down from 4.5%	1.7%	1.8%
Attendance rate	95.1%	Up from 94.7%	95.8%	95.8%
Eligible for gifted and talented	16.6%	Up from 14.2%	19.8%	15.3%
With disabilities other than speech	9.8%	Down from 10.3%	12.2%	12.9%
Older than usual for grade	3.3%	Up from 2.0%	2.4%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.5%	Down from 14.9%	0.8%	0.7%
Annual dropout rate	0.4%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=53)</b>				
Teachers with advanced degrees	49.1%	Up from 46.8%	57.6%	55.0%
Continuing contract teachers	73.6%	Down from 77.4%	74.3%	70.6%
Teachers with emergency or provisional certificates	4.7%	Up from 0.0%	4.7%	5.4%
Teachers returning from previous year	78.0%	Down from 81.0%	86.8%	83.4%
Teacher attendance rate	93.2%	Down from 94.1%	95.1%	94.9%
Average teacher salary	\$44,191	Down 0.4%	\$45,344	\$44,706
Professional development days/teacher	13.7 days	Down from 14.0 days	12.6 days	11.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	22.3 to 1	Down from 22.5 to 1	22.5 to 1	20.1 to 1
Prime instructional time	86.8%	Down from 87.8%	89.3%	89.3%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.0%	Up from 75.3%	98.6%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$6,634	Up 1.4%	\$6,560	\$7,097
Percent of expenditures for instruction*	61.1%	Up from 58.7%	64.7%	64.4%
Percent of expenditures for teacher salaries*	56.4%	Up from 55.7%	60.3%	59.4%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

DuBose Middle School, located in Dorchester County, continues to strive to provide each of our students with the skills necessary to be productive. Our vision is to provide a learning environment where every student will learn at their highest level, as we strive to reach AYP. DMS continues to work towards the 2010 SC Performance Goal. The student body has demonstrated their academic success in the fields of math and science during the Low Country Quest Competition, Quiz Bowl as well as other academic competitions throughout the year. The DMS math team competed at a high school meet and placed 2nd overall, while an 8th grade student was awarded the top individual prize. DMS has many Duke University TIP participants and Junior Scholar participants. The 6th grade band participated in a contest featuring mainly 8th grade bands and placed in the top half. Our steel drum band is the only one of its kind in the district and has been in heavy demand to perform throughout the 2007-2008 school year.

DuBose Middle continues to face the challenge of decreasing the achievement gap in language arts and math. We utilize the Read 180 program to address the needs of struggling readers in the sixth, seventh, and eighth grades. At DMS, we provide computer-assisted instruction with the utilization of SMART Boards, wireless laptops and computer labs. Compass Learning is in place to provide our students the ability to achieve and accelerate at their own pace. MAP data is utilized to specifically identify areas of students' strengths and deficiencies. From the MAP data, PACT Attack classes were formed. Each student spent thirty minutes per day working on math or reading in small groups. We will continue to utilize the InTouch software, homework hotline, DMS school website and parent focus meetings to address the challenges of home-school relations. The DMS faculty and staff will continue to conduct report card nights, award ceremonies and schedule parent/teacher conferences.

Teacher professional development continues to focus on best instructional practices, such as Differentiated Instruction and Explicit Direct Instruction to help address the varied needs of our students. Also, focus was placed on integrating individual student clickers into the classroom. Implementation of technology initiatives, such as SMART Boards as an instructional tool, has been a continued focus of our staff development this school year. The DMS faculty consists of 60 certified teachers.

As stated above, the mission of DuBose Middle is to provide each of our students the skills necessary to become productive citizens by providing a nurturing environment where staff, parents and community work together to provide challenges and opportunities for each student to reach their full potential. DMS continues to show our Wildcat Pride by "climbing to success."

Kenny Farrell, Principal  
 Suzie Walters, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	52	278	160
Percent satisfied with learning environment	92.2%	64.1%	76.4%
Percent satisfied with social and physical environment	92.3%	72.6%	74.1%
Percent satisfied with school-home relations	82.7%	74.3%	67.3%

\* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 17 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.1%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.1%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	882	100	20	44.1	29	6.8	48.2	57.8	48.2	Yes	Yes
--------------	-----	-----	----	------	----	-----	------	------	------	-----	-----

<b>Gender</b>											
---------------	--	--	--	--	--	--	--	--	--	--	--

Male	458	100	26.3	46	23.9	3.8	39.6	50.7	41.7	N/A	N/A
------	-----	-----	------	----	------	-----	------	------	------	-----	-----

Female	424	100	13.4	42.2	34.3	10.1	57.3	65.6	55	N/A	N/A
--------	-----	-----	------	------	------	------	------	------	----	-----	-----

<b>Racial/Ethnic Group</b>											
----------------------------	--	--	--	--	--	--	--	--	--	--	--

White	643	100	16	43.5	32.6	7.9	52.7	65.8	60	Yes	Yes
-------	-----	-----	----	------	------	-----	------	------	----	-----	-----

African American	186	100	33.3	46.1	17.6	3	33.3	41.1	31.7	Yes	Yes
------------------	-----	-----	------	------	------	---	------	------	------	-----	-----

Asian/Pacific Islander	13	100	8.3	33.3	41.7	16.7	66.7	72.3	70.4	I/S	I/S
------------------------	----	-----	-----	------	------	------	------	------	------	-----	-----

Hispanic	29	100	33.3	55.6	11.1	0	29.6	45	38.4	I/S	I/S
----------	----	-----	------	------	------	---	------	----	------	-----	-----

American Indian/Alaskan	11	100	22.2	33.3	33.3	11.1	44.4	68.7	47	I/S	I/S
-------------------------	----	-----	------	------	------	------	------	------	----	-----	-----

<b>Disability Status</b>											
--------------------------	--	--	--	--	--	--	--	--	--	--	--

Disabled	98	100	65.9	30.8	3.3	0	6.6	21.9	16	No	Yes
----------	----	-----	------	------	-----	---	-----	------	----	----	-----

<b>Migrant Status</b>											
-----------------------	--	--	--	--	--	--	--	--	--	--	--

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
---------	-----	-----	-----	-----	-----	-----	-----	-----	------	-----	-----

<b>English Proficiency</b>											
----------------------------	--	--	--	--	--	--	--	--	--	--	--

Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	30.8	36.9	I/S	I/S
----------------------------	---	-----	-----	-----	-----	-----	-----	------	------	-----	-----

<b>Socio-Economic Status</b>											
------------------------------	--	--	--	--	--	--	--	--	--	--	--

Subsided meals	298	100	27.7	45.6	22.6	4	36.9	40.7	34	Yes	Yes
----------------	-----	-----	------	------	------	---	------	------	----	-----	-----

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	882	100	24.7	46.9	16.9	11.5	41.7	49.8	45.8	Yes	Yes
--------------	-----	-----	------	------	------	------	------	------	------	-----	-----

<b>Gender</b>											
---------------	--	--	--	--	--	--	--	--	--	--	--

Male	458	100	24.9	45.5	16.1	13.5	42.7	50.5	45.6	N/A	N/A
------	-----	-----	------	------	------	------	------	------	------	-----	-----

Female	424	100	24.5	48.5	17.7	9.3	40.7	49.1	45.9	N/A	N/A
--------	-----	-----	------	------	------	-----	------	------	------	-----	-----

<b>Racial/Ethnic Group</b>											
----------------------------	--	--	--	--	--	--	--	--	--	--	--

White	643	100	20.8	47.4	18.7	13.1	47.1	59.9	59	Yes	Yes
-------	-----	-----	------	------	------	------	------	------	----	-----	-----

African American	186	100	39.4	46.1	9.1	5.5	21.8	28.3	26.9	No	Yes
------------------	-----	-----	------	------	-----	-----	------	------	------	----	-----

Asian/Pacific Islander	13	100	0	33.3	41.7	25	66.7	67.1	71.3	I/S	I/S
------------------------	----	-----	---	------	------	----	------	------	------	-----	-----

Hispanic	29	100	29.6	55.6	7.4	7.4	29.6	37.4	38.1	I/S	I/S
----------	----	-----	------	------	-----	-----	------	------	------	-----	-----

American Indian/Alaskan	11	100	33.3	22.2	33.3	11.1	44.4	55.2	46.2	I/S	I/S
-------------------------	----	-----	------	------	------	------	------	------	------	-----	-----

<b>Disability Status</b>											
--------------------------	--	--	--	--	--	--	--	--	--	--	--

Disabled	98	100	67	26.4	3.3	3.3	13.2	21.7	17.1	No	Yes
----------	----	-----	----	------	-----	-----	------	------	------	----	-----

<b>Migrant Status</b>											
-----------------------	--	--	--	--	--	--	--	--	--	--	--

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
---------	-----	-----	-----	-----	-----	-----	-----	-----	------	-----	-----

<b>English Proficiency</b>											
----------------------------	--	--	--	--	--	--	--	--	--	--	--

Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	26	38.7	I/S	I/S
----------------------------	---	-----	-----	-----	-----	-----	-----	----	------	-----	-----

<b>Socio-Economic Status</b>											
------------------------------	--	--	--	--	--	--	--	--	--	--	--

Subsided meals	298	100	33.6	48.2	11.3	6.9	29.2	32	31.4	No	Yes
----------------	-----	-----	------	------	------	-----	------	----	------	----	-----

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	586	99.8	29.2	35	19.3	16.5	35.8	42	35.7	95.1	96.1
Gender											
Male	316	99.7	30.5	28.8	22.3	18.5	40.8	45.1	37.4	94.7	95.9
Female	270	100	27.7	42.3	15.8	14.2	30	38.7	33.8	95.5	96.3
Racial/Ethnic Group											
White	429	99.8	23.5	35.6	20.5	20.3	40.8	52.4	49.2	95	96
African American	119	100	51.4	32.7	11.2	4.7	15.9	20.7	17	95	96.2
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	52.7	58	96.3	97
Hispanic	21	100	26.3	47.4	26.3	0	26.3	27.1	24.9	95.8	96.1
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	I/S	51.2	37.4	94.6	95.8
Disability Status											
Disabled	69	100	72.7	16.7	6.1	4.5	10.6	21.6	14	93.2	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	93.2
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	18.3	24.4	96.1	96.5
Socio-Economic Status											
Subsidized meals	195	100	41.8	33	12.6	12.6	25.3	24.5	21.1	94.4	95.3

Social Studies											
All Students	583	99.8	29.7	40.8	15.6	13.9	29.5	43.2	34	95.1	96.1
Gender											
Male	295	99.7	29.5	38	17.3	15.1	32.5	46.4	36.6	94.7	95.9
Female	288	100	29.9	43.7	13.8	12.7	26.5	39.7	31.3	95.5	96.3
Racial/Ethnic Group											
White	421	99.8	26.3	40.7	17.2	15.9	33.1	51	44.5	95	96
African American	124	100	43.1	41.3	9.2	6.4	15.6	25.8	19.1	95	96.2
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	61.4	58.9	96.3	97
Hispanic	18	100	41.2	35.3	23.5	0	23.5	32.8	27.5	95.8	96.1
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	I/S	46	32.7	94.6	95.8
Disability Status											
Disabled	68	100	66.7	27	4.8	1.6	6.3	20.9	14.4	93.2	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	93.2
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	24.4	27.3	96.1	96.5
Socio-Economic Status											
Subsidized meals	192	100	40.9	42	10.8	6.3	17	26.5	21	94.4	95.3

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	314	99.4	28.3	43.7	25.1	2.9	28
	7	331	100	24.8	46.4	26.5	2.3	28.8
	8	310	99.7	22.5	51.6	23.5	2.4	26
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	276	100	16.5	38.1	33.8	11.5	45.4
	7	290	100	23	46.8	27.5	2.6	30.1
	8	316	100	20.4	47.1	26	6.6	32.5
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	314	99.4	24.7	40.5	20.1	14.7	34.8
	7	331	100	17.6	50.7	18	13.7	31.7
	8	310	99.4	28.5	49.3	15.6	6.6	22.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	276	100	28.5	35	22.3	14.2	36.5
	7	290	100	18.6	46.8	17.8	16.7	34.6
	8	316	100	27	57.8	11.1	4.2	15.2
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	157	100	40.7	25	19.3	15	34.3
	7	331	100	31.7	34	18.6	15.7	34.3
	8	156	100	25.9	44.2	8.2	21.8	29.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	139	99.3	31.8	28.8	16.7	22.7	39.4
	7	290	100	28.6	36.1	20.4	14.9	35.3
	8	157	100	27.8	38.9	19.4	13.9	33.3
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	157	98.7	8.6	37.4	22.3	31.7	54
	7	331	100	39.5	37.6	11.8	11.1	22.9
	8	154	99.4	25.4	56.3	9.2	9.2	18.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	137	100	15	37.8	29.9	17.3	47.2
	7	289	100	41.3	35.3	6.3	17.1	23.4
	8	157	99.4	21	53.8	20.3	4.9	25.2

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample